Cascade School District Healthy Start Plan
TABLE OF CONTENTS

INTRODUCTION ............................................................................................................................................. 4

PUBLIC HEALTH ............................................................................................................................................. 4

OVERVIEW ................................................................................................................................................. 4

1.1 Personal Protective Equipment (PPE) and Hygiene Measures .......................................................... 4
1.2 Hygiene ............................................................................................................................................. 5
1.3 Face Coverings ................................................................................................................................ 5
1.4 Suspected/Confirmed COVID-19 Cases ............................................................................................... 5
1.5 Return to School after COVID-19 ....................................................................................................... 7
1.6 Transmission Mitigation and Cleaning Procedures ........................................................................... 8

ACADEMICS ................................................................................................................................................... 8

OVERVIEW ................................................................................................................................................. 8

INSTRUCTIONAL RESOURCES .................................................................................................................... 8

PROFESSIONAL LEARNING ........................................................................................................................ 9

STUDENT SERVICES ....................................................................................................................................... 9

OVERVIEW ................................................................................................................................................. 9

2.1 Crisis Response and Suicide Prevention ............................................................................................. 9
2.2 504 Support and Compliance ........................................................................................................... 9
2.2 Social Emotional Learning .................................................................................................................. 10
2.4 Culture and Climate ........................................................................................................................... 10
2.5 Athletics ........................................................................................................................................... 10
2.6 Extracurricular Activities .................................................................................................................. 10

OPERATIONS ............................................................................................................................................... 11

OVERVIEW ................................................................................................................................................. 11

3.1 Facilities Management ....................................................................................................................... 11

WORKFORCE MANAGEMENT ..................................................................................................................... 11

OVERVIEW ................................................................................................................................................. 11

4.1 Educator Staffing and Leaves ............................................................................................................. 11
4.2 Disabled Employees who are at Higher Risk of Contracting COVID-19 .......................................... 12
4.3 Staff Safety and Reporting ................................................................................................................ 12
4.4 Staff who Serve Students Unable to Consistently Wear PPE ........................................................... 13

TECHNOLOGY .............................................................................................................................................. 13

Revised June 12, 2023
INTRODUCTION

In March 2020, Cascade School District (Cascade) closed its school buildings for in-person learning due to the outbreak of COVID-19 and related public health orders. For the remainder of the spring semester of 2020, students engaged in Continuous Learning throughout the district. Then during the 2020-2021 school year, Cascade School District moved through a four-phase process, starting with remote instruction and small groups, then moving to hybrid instruction at lower grades, and eventually moving to hybrid instruction in all grades PreK-12.

For the 2021-2022 school year, Cascade School District offered full-time in person instruction; similarly, CSD offered full-time in person instruction in the 2022-2023 school year. However, some health and safety protocols were in place in order to maximize learning opportunities, while also taking prudent steps to keep our students, staff, and community safe and adhering to any applicable public health orders. The federal COVID-19 emergency declaration ended as of May 11, 2023. Nevertheless, COVID-19 remains a recognized respiratory hazard in the workplace.

This plan is based on available public health information at the time of its creation. The plan will be adjusted based on newly available data and guidance from public health officials.

The Healthy Start Plan is based on the following public health assumptions (subject to change):

• Staff and student face coverings are optional for all individuals when they are indoors and when children are present;
• Handwashing and hygiene protocols; and
• Short-term school closures or masking mandates may be required due to suspected and confirmed COVID-19 cases.

PUBLIC HEALTH

OVERVIEW

Cascade School District will continue to collaborate with Chelan Douglas Health District (CDHD) to ensure a safe and healthy learning environment for our students and staff. Any person entering Cascade School District buildings will be required to follow all public health regulations. Below is an explanation of the health regulations we anticipate based upon current information:

1.1 Personal Protective Equipment (PPE) and Hygiene Measures

• Face coverings (nose and mouth) are optional for students, staff and volunteers indoors;
• Gloves are required for food services workers at all times and other staff whenever cleaning or sanitizing an item or surface;
• Personal Protective Equipment (PPE) including face coverings (back-ups to personal face coverings), hand sanitizer, thermometers, and gloves will be provided to schools on a continual basis throughout the school year;
• Additional PPE and accommodations will be provided for staff and students who are in a higher health risk category upon request;
• Staff who are unable to maintain physical distancing due to their job assignment (especially those who are close contacts of those who are medically fragile) are recommended to wear more protective PPE;
• Consistent scheduled times and procedures will be established throughout the day for hand hygiene, promoting hand washing; and
• All staff and students are required to stay home when experiencing COVID-19 symptoms unless they have a negative COVID test or have a different and known underlying medical condition (e.g., asthma).

1.2 Hygiene
• Students may use soapy water and paper towels to wash down their desks when entering a classroom.
• Then students wash or sanitize their hands.
• Students learn hand hygiene, respiratory etiquette, and physical distancing guidelines.

1.3 Face Coverings
• While masks are no longer required universally in schools, there may be situations when a school, health district or Department of Health temporarily requires wearing well-fitting masks.
• Students, staff and volunteers may wear face coverings when they are indoors. According to the CDC, the cloth face covering should:
  o fit snugly but comfortably against the side of the face;
  o completely cover the nose and mouth;
  o be secured with ties or ear loops;
  o include multiple layers of fabric;
  o allow for breathing without restriction; and
  o be able to be laundered and machine dried without damage or change to shape.
• According to the Washington State Department of Health, in the rare circumstances when a cloth face covering cannot be worn, students and staff may use a face shield with a drape as an alternative to a cloth face covering. If used, face shields should extend below the chin, to the ears, and have no gap at the forehead.
• Students must learn how to properly wear and remove face coverings when applicable.
• If students need a “mask break”, they can be taken outside or to a large, well-ventilated room where there is sufficient space to ensure more than six feet of physical distance between people.

1.4 Suspected/Confirmed COVID-19 Cases
Any student or staff member with a COVID-like illness must not come to school. Staying home when sick is essential to keep COVID-19 infections out of schools and to prevent spread to others. Students and school employees who have symptoms of infectious illness, such as cold, flu or COVID-19, should stay home and seek medical evaluation, which may include testing for COVID-19 and other respiratory infections. These symptoms include, but are not limited to, fever, cough, loss of taste or smell, runny nose, congestion, nausea, and vomiting.

When Someone Develops COVID-19 Symptoms at School
• School nurses, secretaries and/or principals will follow the symptom flow chart (see Appendix A) in order to determine next steps.
Symptomatic staff and students in the building will need to go to an established isolation room until they can safely leave the building. While in the isolation room, the symptomatic individual must wear a well-fitting mask unless they have an exemption signed by the CDHD. Anyone providing care or evaluation to the isolated individual is required to wear appropriate PPE.

The isolation room should have increased filtration.

Once the sick staff or student goes home, cordon off the area where they waited until the area is cleaned and sanitized.

According to the CDC, wait 24 hours prior to cleaning or disinfecting. Clean and disinfect all areas used by the person who is sick, such as offices, bathrooms, and common areas.

COVID-19 Testing
In partnership with Cascade Medical Center, the Chelan Douglas Health District, and/or the Washington Department of Health, CSD may offer symptomatic COVID testing.

Positive COVID-19 Test
- If a student, a student's family member, or staff member is diagnosed with COVID-19, they or their family must notify the school district.
- There will be coordination with Chelan Douglas Health District (CDHD) regarding suspected and confirmed cases to the extent possible.
- Day 0 is the first day of symptoms. For people without symptoms, day 0 is the day of the positive COVID test.
- Stay at home for at least 5 days after symptom onset regardless of vaccination status. You can leave isolation after 5 full days if:
  - Your symptoms are improving 5 days after the start of your isolation, AND
  - You have not had a fever for 24 hours without use of fever reducing medication, OR
  - You tested positive but you never had any symptoms.

If the individual returns to school after day 5, then (s)he must wear a well-fitting mask at school for an additional 5 days.

- If the individual has not recovered after 5 days and/or has a positive COVID test, they need to continue to isolate until the above is true and wear mask upon return through day 10.

Quarantine and COVID-19 Testing Requirements
Quarantine is when someone who has been exposed to COVID-19 stays home and away from others for the recommended period of time in case they were infected and are contagious. The Department of Health no longer requires exposed students, children, and staff to quarantine.

Negative COVID-19 Test
If the negative COVID-19 test was an antigen test, a confirmatory molecular-based test is recommended. Otherwise, the student or staff member can return to school once they or no longer symptomatic or if another diagnosis (e.g., asthma) is confirmed.
COVID-Test is not Performed
If a person with COVID-19 symptoms does not get tested for SARS-CoV-2 or see a healthcare provider and given an alternative diagnosis, they should follow the same isolation guidance as people who test positive for SARS-CoV-2. This is irrespective of vaccination status.

COVID-19 Outbreak
According to the Washington State Department of Health, a COVID-19 outbreak in a school is considered when:

- At least 5 cases within a specified core group meeting criteria for a COVID-19 case from a positive test; OR
- Multiple COVID-19 cases from positive tests comprising at least 20% of students, teachers, or staff within a specified core group; AND
- The following three criteria are met:
  1. Cases have a symptom onset or positive test result within 7 days of each other; AND
  2. There is no evidence that transmission was more likely to have occurred in another setting (e.g., household or outside social contact) outside of the school or childcare; AND
  3. Cases were epidemiologically linked in the school or childcare setting or a school or childcare-sanctioned extracurricular activity.

When there is an outbreak of COVID-19, the Chelan Douglas Health District (CDHD) must immediately be notified. When there are 10 or more employees who have tested positive for COVID-19 at the same time, Labor and Industries must be notified within 24 hours.

When there is an outbreak, CDHD may require mask wearing in a classroom, group of students, a school, or in school buses.

1.5 Return to School after COVID-19
According to the Washington State Department of Health, if student tests positive for COVID-19, student must stay home for at least 5 days and isolate from others.

Ending Isolation
Length of isolation depends on several factors:

- Whether student can wear a well-fitting mask;
- Whether student continues to test positive for COVID-19 during days 6-10 after 5 days of isolation; and
- Whether student is severely ill with COVID-19 or has a weakened immune system.

If student tested positive for COVID-19 and had symptoms:

- Isolate for at least 5 days after symptoms first appeared. End isolation after 5 full days if:
  - Symptoms are improving 5 days after the start of isolation, AND
  - No fever for 24 hours without use of fever reducing-medication

If student tested positive for COVID-19 but did not have any symptoms:  

Revised June 12, 2023
• Isolate for at least 5 days after testing positive for COVID-19. End isolation after 5 full days if no further symptoms develop.
• If student develops symptoms after testing positive, the 5-day isolation should start over. Follow the recommendations above for ending isolation if symptoms develop.
• Regardless of when isolation ends, take the following steps for the 10 days after student developed symptoms (or tested positive, if student never developed symptoms):
  o Wear a well-fitting and high-quality mask in school for at least 5 additional days (day 6 through day 10) after the end of your 5-day isolation period.
  o If symptoms return or worsen, you should restart your isolation period at day 0.

1.6 Transmission Mitigation and Cleaning Procedures

Ventilation
Luckily, most of our buildings are new and the ventilation systems are in good order. We also verified that even the older buildings have good ventilation. In schools in which we can open windows, it is a good idea to do so. At the high school, we can turn the ventilation to use fresh air instead of recycled air in order to increase airflow. New filters were also installed.

Cleaning and Disinfection of Classrooms
• To the extent possible, students and staff should limit the sharing of all supplies, utensils, devices, toys, books, and learning aids.
• Staff will be provided with spray bottles of soapy water to use in their classrooms.
• Custodial Services cleaning practices will be focused on cleaning for health, which includes an emphasis on disinfecting surfaces where bacteria or viruses are most likely to be transmitted.
• The Custodial Services Department will consult with the Chelan Douglas Health District, Cascade Medical Center and the Washington State Department of Health to ensure best practices.

ACADEMICS

OVERVIEW
Cascade School District bases teaching on an instructional model that facilitates students’ mastery of Washington State Learning Standards. Cascade School District continues to focus on strong relationships and instruction for our students.

INSTRUCTIONAL RESOURCES
The district and schools will partner with our students and families to support students’ learning.
• Cascade School District will provide a roadmap for the district curriculum with monthly learning topics so students and families can better understand academic expectations and ways to support student success.
• Ongoing communication will be provided to support families in the learning process including additional instructional resources.

CSD will support educators’ planning and instructional needs with professional learning, resources and supports to:
Develop plans to help students start the school year with strong relationships, routines, and expectations necessary for success and sustain those relationships and learning throughout the school year.

Review and provide meaningful feedback on student work to adjust instruction and set learning goals with students.

Meet individual student needs through differentiated learning focused on prioritized Washington State Learning Standards.

Adapt an instructional approach to balanced assessment practices and provide data to inform next steps in learning.

Identify anticipated student learning gaps and strategies to close them through ongoing staff training and resources.

Prioritize foundational literacy and math skills for grades pre-kindergarten through 5th grade.

Support student learning interests and needs to ensure career and college readiness for middle and high school levels aligned to Washington graduation requirements.

PROFESSIONAL LEARNING
CSD will support our educators to meet student needs. Professional learning opportunities will provide time and resources for educators to build relationships, plan, and teach. In this setting, educators will be offered:

- Ongoing professional learning on tools to meet the needs of students.
- Support for team meetings where teachers collaborate to make sure students are meeting academic standards and adjusting plans to meet student needs.
- Specific examples of high-quality instruction to engage students.
- Additional support for our newest educators to ensure they meet the needs of students.
- Individualized support for educators.

STUDENT SERVICES
OVERVIEW
School counselors and mental health resources are available for students.

2.1 Crisis Response and Suicide Prevention
- For students who express concerning language or behaviors, a threat assessment team will administer a suicide risk assessment.
- All crisis event responses will be made in collaboration with building level administration as needed.
- An emphasis will be placed on training staff on recognizing signs of depression and anxiety.

2.2 504 Support and Compliance
- Decisions around meeting participation and communication will be made on an individual basis. 504 teams are encouraged to discuss accommodation needs for individual students.
- Nurses and counselors will work with teams and families to review 504 plans that will meet student’s individual needs.
2.2 Social Emotional Learning
CSD has developed a plan that includes training for staff (trauma informed classroom, anti-bias, Positive Behavior Intervention and Supports (PBIS), etc.), social emotional learning curriculum (CharacterStrong), and supporting family-school partnerships that emphasize relationship building and engagement to enhance building climate and culture.

2.4 Culture and Climate
- CSD will work with all schools to support staff best practice around trauma informed practices. A focus will be placed on supporting a positive climate and culture that acknowledges universal trauma care strategies for students. Student Services will provide ongoing consultation to staff.

Recognizing the need to assess the status of students’ social-emotional health as they return to school, CSD is working on protocols to administer a strengths-based screener at all schools that can be used to inform levels of support for students.

2.5 Athletics
Cascade School Districts partners with the Washington Interscholastic Activities Association (WIAA) and the Washington Department of Health to determine best practices with athletics during the pandemic. Some specific guidance includes:

- When a school or district closes due to COVID-19, there should be no practice, training, or competition among athletes in that school or district;
- All coaches and students should be screened for signs and symptoms of COVID-19 prior to a workout;
- During athletic team outbreaks, athletes, coaches, athletic trainers, and other personnel should wear masks when participating in indoor activities;
- Water bottles should not be shared;
- Prior to an individual or groups of individuals entering a facility, hard surfaces within that facility should be wiped down (chairs, furniture in meeting rooms, locker rooms, weight room equipment, bathrooms, athletic training room tables, etc.);
- Sanitize surfaces that are touched with bare skin;
- Hand sanitizer should be plentiful and available to individuals as they transfer from place to place;
- Weight equipment, balls, etc. should be wiped down thoroughly before and after use, and/or students should wash their hands before using any shared equipment;
- Any equipment such as weight benches, athletic pads, etc. having holes with exposed foam should be covered;
- Masking is optional for all spectators attending indoor K-12 sporting activities.

2.6 Extracurricular Activities
Cascade School District students have many opportunities to participate in extracurricular activities. During extracurricular activities, students are expected to follow the same health and safety protocols that they follow during the school day. As examples:
• Universal masking of all students, staff, volunteers is optional indoors. Face coverings or masks are not required outdoors but are recommended in settings where students and attendees will be in sustained close proximity or if there is potential for crowding.

• During a group outbreak in performing arts, high aerosol producing performers (e.g., singers, woodwinds and brass, speech/debate, dance [competitive and dance squads], and theatre) should wear well-fitting and high-quality masks and/or use appropriate bell covers while practicing or performing.

All students, audience members, judges, or other guests may wear a mask indoors.

OPERATIONS
OVERVIEW
Cascade School District operational services understand the need to be flexible and respond to the educational model that maximizes in-person instruction and complies with local health orders. Transportation, food service, and operational functions will support students and staff.

3.1 Facilities Management
The Facilities Department will provide necessary student accommodations, both internal and external, to support educational learning. Clean and disinfect high-touch surfaces like doorknobs, faucet handles, check-in counters, and restrooms. Use alcohol wipes or 70% isopropyl alcohol to clean keyboards and electronics. Wash hands after you clean. Outdoor areas generally require normal routine cleaning and do not require disinfection. Drinking fountains and bottle fillers do not need to be disabled, but buttons or levers should be cleaned regularly. If groups of students are moving from one area to another in shifts, cleaning desks with soap and water is sufficient during the day.

Community Use of Facilities
Community use of facilities will be limited to only those who agree to follow school rules. We will not allow community members to follow different health guidelines on our campuses than what students need to follow.

WORKFORCE MANAGEMENT
OVERVIEW
The Cascade School District workforce is large and varied, delivering direct and indirect service to critical components of education. During planning and implementation of workforce management initiatives, attention will be given to two primary needs: 1) delivering all services related to education and operations; and 2) supporting our staff with their personal needs related to their work and safety and personal health.

4.1 Educator Staffing and Leaves
All legally required leaves and leaves available through the negotiated agreements will be available, communicated, and honored. Human Resources staff is available to support educators with questions regarding absences and leaves.
4.2 Disabled Employees who are at Higher Risk of Contracting COVID-19
The law is clear that a school district cannot force employees to stay home based solely on them having disabilities that put them in a high-risk category for COVID-19. Instead, school districts must individually assess each employee’s situation.

Keep in mind that the U.S. Equal Employment Opportunity Commission (EEOC) has said that an employee’s disability does not pose a direct threat to his or her health just because the CDC has identified that disability as one that places the employee at a higher-risk to contract COVID-19.

As a reminder, an employer may request medical documentation to determine whether the employee has a "disability" as defined by the ADA (a physical or mental impairment that substantially limits a major life activity or a history of a substantially limiting impairment).

Reasonable Accommodations
There may be reasonable accommodations that could offer protection to an individual whose disability puts her or him at greater risk from COVID-19 and who therefore requests such actions to reduce possible exposure. Accommodations may include changes to the work environment such as designating one-way aisles; using Plexiglas or other barriers; or other accommodations that reduce chances of exposure. If an employee would like to request an accommodation, (s)he should contact their supervisor and HR as soon as possible. The Job Accommodation Network (www.askjan.org) also may be able to assist in helping identify possible accommodations.

4.3 Staff Safety and Reporting
The District is dedicated to protecting the safety of our staff, and will respond to any requests or concerns made by staff regarding work conditions and safety. Every layer of the management/leadership team shares this dedication. Requests to address issues of work conditions and safety should be made to direct supervisors.

Calling in Sick
During a pandemic, ADA-covered employers may ask such employees if they are experiencing symptoms of the pandemic virus. For COVID-19, these include symptoms such as fever, chills, cough, shortness of breath, or sore throat. The CDC states that employees who become ill with symptoms of COVID-19 should leave the workplace.

Positive COVID-19 Test
If an employee tests positive for COVID-19 within 14 days of working, the employee needs to report that information to Human Resources or the Superintendent in order to protect the safety of staff and students.

According to the CDC, the employee should stay home and separate from other people. If you need to be around other people or animals, wear a face covering.

Monitor your symptoms. Follow care instructions from your healthcare provider and from the Chelan Douglas Health District. If you need emergency medical attention, call 911 or your local hospital in advance.
Clean all high touch surfaces daily while wearing disposable gloves. You should clean your own bedroom and bathroom if possible. For more information, please see: https://www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/steps-when-sick.html.

Returning to the Workplace after COVID-19
According to Labor and Industries and the WA Department of Health, if employee tests positive for COVID-19, they must stay home for at least 5 days and isolate from others.

Ending Isolation
Length of isolation depends on the following factors:

- Whether the staff member continues to test positive for COVID-19 during days 6-10 after 5 days of isolation; and
- Whether the staff member is severely ill with COVID-19 or has a weakened immune system.

If the staff member tested positive for COVID-19 and had symptoms:

- Isolate for at least 5 days after symptoms first appeared. End isolation after 5 full days if:
  - Symptoms are improving 5 days after the start of isolation, AND
  - No fever for 24 hours without use of fever reducing-medication

If the staff member tested positive for COVID-19 but did not have any symptoms:

- Isolate for at least 5 days after testing positive for COVID-19. End isolation after 5 full days if no further symptoms develop.
- If the staff member develops symptoms after testing positive, the 5-day isolation should start over. Follow the recommendations above for ending isolation if symptoms develop.
- Regardless of when isolation ends, take the following steps for the 10 days after the staff member developed symptoms (or tested positive, if the staff member never developed symptoms):
  - Wear a well-fitting and high-quality mask in school for at least 5 additional days (day 6 through day 10) after the end of your 5-day isolation period.
  - If symptoms return or worsen, you should restart your isolation period at day 0.

4.4 Staff who Serve Students Unable to Consistently Wear PPE
Students who are unable to consistently wear PPE or maintain physical distance due to sensory, behavioral or other disabilities must not be disciplined or denied access to educational services as a result. Staff who serve these students may request increased PPE, such as N95 masks, KN95 masks, or face shields plus disposable surgical masks.

TECHNOLOGY
OVERVIEW
The IT Department will prioritize:

- Ensuring that all students and staff have access to a working device (iPad, laptop, desktop computer, or other) and carrying case, if needed;
• Collaborating with various departments, community partners, businesses, and others, as needed, in problem-solving efforts to ensure as many as possible students and staff have reliable internet access to complete their work remotely;
• Supporting Cascade students and their families, and our staff as they utilize our core digital learning tools and existing system applications; and
• Optimizing efficiencies and minimizing changes that will impact our existing tools and applications to provide stability across our system for all end users.

5.1 IT Support
• Support for technical issues on student devices.
• Working with students and their parents/guardians through the support line to troubleshoot.
• When necessary, a district device can be customized with learning tools for Special Education and EL students.

5.2 Sending Devices Home
We will continue sending laptops home with students who need them. CSD received a grant from the Emergency Connectivity Fund to be able to send hotspots home for students who need them. To request a hotspot, contact the help desk. CSD prioritizes students who are at risk of not being able to complete homework without a hotspot.

5.3 Learning Management Systems
5.3.1 Seesaw—grades K-2
Seesaw creates a powerful learning loop between students, teachers, and families. Students use built-in annotation tools to capture what they know in Seesaw’s digital portfolio. Teachers deeply understand student thinking and progress — enabling them to teach better. Families gain a window into their student’s learning and engage with school happenings.

5.3.2 Canvas—grades 3-12
The Canvas Learning Management Platform allows schools to build the digital learning environment that meets the unique challenges faced by their institution. Canvas simplifies teaching, elevates learning, and eliminates the headaches of supporting and growing traditional learning technologies.

Canvas is made up of a powerful set of highly integrated learning products that allow institutions to get all of the functionality they need and none that they don’t.

5.4 Other Important Software
5.4.1 Microsoft
CSD is a Microsoft district and uses Office 355 products. CSD has a Microsoft licensing agreement that allows students to download for free from their Office 355 accounts full versions of Microsoft Office to match software the district staff uses. Download information can be found at https://www.cascadesd.org/Page/2340.

5.4.2 Zoom
CSD uses Zoom for online remote communication software. For more information about Zoom in education, see https://zoom.us/education.
COMMUNICATIONS

OVERVIEW
The importance of timely communications to all stakeholders cannot be overstated. Complexity notwithstanding, in order to serve the information needs of Cascade’s entire community, District translation resources include internal staff who ensure that Spanish-speaking families receive information in Spanish.

6.1 External Communications:
External communication will be situationally responsive. Major announcements and day-to-day messaging for the community (families, students, employees, community members, media, elected officials, and others) will include emails, newsletters, phone and text messaging, websites news coverage, social media, and video.

- **Website** – The website cascadesd.org will convey learning plans, implementation, and supports for families and students. Content will include topics such as school schedules, curriculum resources, student expectations, tech support, meal distribution, mental health, special education, FAQs, and community resources.
- **Social Media** - Maximize the use of our district social media channels on Facebook and Twitter to provide content that encourages interaction and participation with external audiences.
- **Voice & Text** - The district and all schools provide important updates and crisis alerts in English and Spanish utilizing Skyward and Blackboard broadcast platforms. With the potential for fluctuating schedules and plans during the pandemic, these immediate contact tools become increasingly important.

6.2 Crisis Communications - Community and School Supports
The success and safety of Cascade School District students and staff is our top priority. Crisis communications encompasses community messaging and school support related to incidents and issues such as lockouts, lockdowns, threats, etc. Cascade School District will communicate with families via Blackboard, Skyward, radio stations and website alerts in order to communicate status updates and information.

6.3 Community Outreach & Engagement
The district must continue to develop and nurture partnerships and relationships with community organizations, interest groups, and initiatives that align with and support Cascade’s mission and strategic needs. Community resource support examples include securing funding or other resources to resolve critical needs and food insecurities, mental health support, and affordable internet access for families and students.

6.4 Family Engagement
Family engagement initiatives create opportunities, programs, and resources for families to partner with their student’s school, connect to educational progress, and engage in aspects of learning with their student. Engaged families have a direct impact on learning outcomes.
SPECIAL EDUCATION

OVERVIEW
The Special Education Department is committed to providing free and appropriate educational opportunities for students with disabilities, to the greatest extent possible in alignment with public health guidelines. Collaboration with families has always been an integral part of the special education process and continues to be essential during this time. To address the unique needs of students with disabilities, special education providers will continue the work with families to collaboratively identify the most essential services for each student.

7.1 Community Involvement and Support
CSD believes student success is enhanced when schools, families, and the community work together to support learning. For this reason, the school district leadership will be offering a variety of ways to seek community input and collaboration.

7.2 Child Find and Evaluation
CSD will continue to identify, locate, and evaluate students suspected of having a disability and needing special education and related services.

7.3 Individualized Education Program (IEP) Meetings
CSD is committed to providing families an opportunity to have meaningful participation in the special education process. Whether in-person or an alternative format, such as videoconferencing or by phone, special education teams will partner with families to determine the most practical format to conduct IEP meetings and arrange for an interpreter if necessary.

7.4 Delivery of Special Education and Related Services
General education, special education, related services providers and families will discuss students’ individual needs and agree to a prioritized set of services that provide access to curriculum and enable progress toward IEP goals. Services for students with specific health or support needs will be addressed in collaboration with families on an individual basis. Staff who provide for students with disabilities that requires close contact should consider wearing appropriate PPE.

7.5 Progress Monitoring and Reporting
Special Education teams will have in place consistent data collection and service log procedures. Collecting data and tracking the provision of services will assist educators and families in determining the effectiveness of instruction provided, student performance on IEP goals/objectives, and assist IEP teams in making any necessary adjustments to instruction. Periodic reports on the progress the child is making toward meeting the annual goals will continue to be provided.

7.6 Accommodations and Modifications
General and special education teachers will continue to collaborate in determining the appropriateness and success of a student’s unique accommodations and modifications. The IEP team, (general education teachers, special education, related services providers, and families), will work collaboratively to identify
alternative solutions if it believes an accommodation or modification is not appropriate or successful in a particular setting.

Students Who Are Unable to Consistently Wear PPE
Students who are unable to consistently wear PPE or maintain physical distance due to sensory, behavioral or other disabilities must not be disciplined or denied access to educational services as a result.

7.7 Confidentiality and Student Privacy
Special Education and Related Service Providers use digital platforms approved by the district for secure access. Families may provide consent to participate in teletherapy sessions with providers when remote services are required.

STUDENT ENGAGEMENT
OVERVIEW
There are many resources available for our students.

8.1 Student Engagement
Staff will ensure that services and support for our most vulnerable students are provided in all educational environments. This may mean additional home visits for vulnerable students in order to help ensure that students are engaged. We also need to make sure we support being able to do homework for students who may not have internet at home. Support includes devices to take home and working with community partners to provide internet in households.

8.2 Social Work Services
Students struggling with substance abuse or who have additional needs outside of school are supported by the district social worker and community resources.

8.3 Restorative Practices
Supports to foster healthy relationships, build supportive communities, and improve behavior remain important regardless of the environment we return to in the fall.

HEALTH SERVICES
OVERVIEW
School nurses collaborate with school teams, community resources, and families to empower students to reach their optimal learning potential by addressing and modifying health-related barriers to learning.

9.1 Nursing Services
9.1.1 Health planning/health support/medication requirements
- All School Emergency Health plans and Individual Health Plans will be updated as needed.
- All necessary medications will be expected to be on site and stored in the health room for any time the student is at school.
• District nurse response to care for COVID-19 symptomatic staff and students will be determined in coordination with CDHD and Cascade Medical Center.
• Normal health room procedures and treatments will continue daily. COVID-19 symptomatic staff and students will utilize a different isolation room in the school building. Limit the number of students in health room.

9.1.2 Immunizations
• Well child visits have decreased due to COVID-19 and required immunizations were missed. District nurses will distribute letters with the start of the school requirements.
• State immunization rules/expectations remain in place.
• School nurses will establish a process for verification of student vaccination status. Acceptable documentation includes a CDC vaccination card, documentation of vaccination from a health care provider, or a state immunization system record. Parental or personal attestation is not an acceptable form of verification for K-12 students, nor for volunteers or visitors.

9.1.3 IEPs/504s
• Student health reviews will continue to be completed by a district nurse with meetings occurring either remotely or in-person.

9.1.4 PPE for Nurses
• School health staff should be provided with appropriate medical PPE.
• This PPE may include N95 masks, surgical masks, gloves, disposable gowns, and face shields or eye protection.
RESOURCES


Centers for Disease Control and Prevention

Harvard Global Health Institute https://globalhealth.harvard.edu/

Labor and Industries
- https://www.lni.wa.gov/agency/_docs/wacoronavirushazardconsiderationsemployers.pdf

Office of the Superintendent of Public Instruction

Prevent Epidemics https://preventepidemics.org/covid19/resources/school-reopening-faq/


SHAPE America School Reentry Considerations https://www.shapeamerica.org/advocacy/K-12_School_Re-entry_Considerations.aspx

Washington Governor’s Office


Washington State Department of Health
• What to do if a Person is Symptomatic (retrieved on November 2, 2022): https://doh.wa.gov/sites/default/files/2022-03/820-229-SymptomExposureFlowchartK12SchoolsChildCare.pdf


• Isolation and Quarantine for COVID-19: https://www.doh.wa.gov/Emergencies/COVID19/CaseInvestigationsandContactTracing/IsolationandQuarantineforCOVID19


• https://www.doh.wa.gov/Emergencies/NovelCoronavirusOutbreak2020COVID19/CaseInvestigationsandContactTracing/CasInvestigationsandContactTracingFAQ


WIAA Guidance for Opening up High School Athletics and Activities https://mcusercontent.com/fe2496ab0bb9900b8cddc7730/files/19f4b774-5dc4-4442-933b-520cf06a03c8/Fall_Guidance_from_WIAA_via_2020_NFHS_Guidance_for_Opening_up_High_School_Athletics_and_Activities.pdf
APPENDIX A: HANDLING SUSPECTED, PRESUMPTIVE OR CONFIRMED CASES OF COVID-19

What to do if you have COVID-19 symptoms

This decision tree is for the general public and non-health care settings, such as schools and child cares.

If you have one or more of these new, changed, or worsening symptoms:
- Fever (≥100.4°F) or chills
- Shortness of breath or difficulty breathing
- Muscle or body aches
- Loss of taste or smell
- Congestion or runny nose
- Nausea, vomiting, or diarrhea
- Headache
- Fatigue
- Sore throat
- Cough

Stay home and test for COVID-19 or see a healthcare provider

You do not get tested

Isolate at home

You can leave isolation after 5 days have passed since symptoms first appeared if:
- You have had no fever within the past 24 hours (without medication)
- Your symptoms have improved

Notify people who have been exposed to you and refer them to Tree 2.

When resuming normal activities days 6–10:
- Wear a mask around others at home and in public.
- Avoid people who are immunocompromised, health care settings, and other high-risk settings.
- Refer to What to do if you test positive for COVID-19 for more information, such as:
  - what to do in certain congregate settings
  - how to use antigen testing to determine when to leave isolation and remove your mask

You test NEGATIVE for COVID-19

You received a different diagnosis from a healthcare provider

You test NEGATIVE for COVID-19

See a healthcare provider

Were you exposed to COVID-19?

Yes

You have had no fever within the past 24 hours (without medication)
- Your symptoms have improved

Resume normal activities if:

No

What to do if you test positive for COVID-19

Consider retesting every 24–48 hours through at least 5 days after your symptoms started.
- Resume normal activities when:
  - You have had no fever within the past 24 hours (without medication)
  - Your symptoms have improved

If the person is under the age of two and ONLY has this symptom, testing and isolation are not required. If the child’s symptoms worsen or persist beyond 5 days, contact a healthcare provider.

Exposure to COVID-19: anyone who was within 6 feet of a COVID-19 case for more than 15 minutes within a 24-hour period during the case's contagious period. The definition of a close contact may vary in some situations.

If you cannot wear a well-fitting mask, you should complete a full 10-day isolation at home.

Self-Testing Guidance for the Public: for additional information about using repeat testing if you test negative. If you tested negative with a molecular laboratory test (e.g., PCR), you do not need to repeat testing.

Revised June 12, 2023